

PACOLET ELEMENTARY

150 McDowell St.
Pacolet, SC 29372

GRADES K-5 Elementary School

ENROLLMENT 360 Students

PRINCIPAL Martha P. Thomason 864-474-4060

SUPERINTENDENT Dr. James O. Ray 864-579-8000

BOARD CHAIR Eddie Dearybury 864-579-8000

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
10	54	31	0	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

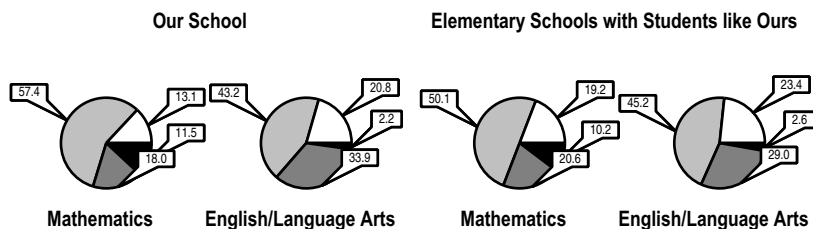
FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Average	N/A
2002	Good	Below Average	N/A
2003	Good	Below Average	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	28	57	47
Percent satisfied with learning environment	89.3%	85.5%	91.3%
Percent satisfied with social and physical environment	88.9%	85.7%	78.7%
Percent satisfied with home-school relations	78.6%	94.7%	88.9%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	190	100.0	20.8	43.2	33.9	2.2	36.1	17.6
Gender								
Male	101	100.0	13.8	51.1	31.9	3.2	35.1	17.6
Female	89	100.0	28.1	34.8	36.0	1.1	37.1	17.6
Racial/Ethnic Group								
White	139	100.0	17.2	42.5	37.3	3.0	40.3	17.6
African-American	47	100.0	31.1	44.4	24.4	N/A	24.4	17.6
Asian/Pacific Islander	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	159	100.0	14.3	44.8	38.3	2.6	40.9	17.6
Disabled	31	100.0	55.2	34.5	10.3	N/A	10.3	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	190	100.0	20.8	43.2	33.9	2.2	36.1	17.6
English Proficiency								
Limited English proficient	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	187	100.0	20.6	43.3	33.9	2.2	36.1	17.6
Socio-Economic Status								
Subsidized meals	109	100.0	29.1	46.6	24.3	N/A	24.3	17.6
Full-pay meals	81	100.0	10.0	38.8	46.3	5.0	51.3	17.6

Mathematics								
All students	190	100.0	13.1	57.4	18.0	11.5	29.5	15.5
Gender								
Male	101	100.0	11.7	57.4	16.0	14.9	30.9	15.5
Female	89	100.0	14.6	57.3	20.2	7.9	28.1	15.5
Racial/Ethnic Group								
White	139	100.0	10.4	56.7	18.7	14.2	32.8	15.5
African-American	47	100.0	22.2	57.8	15.6	4.4	20.0	15.5
Asian/Pacific Islander	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	159	100.0	9.7	57.8	19.5	13.0	32.5	15.5
Disabled	31	100.0	31.0	55.2	10.3	3.4	13.8	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	190	100.0	13.1	57.4	18.0	11.5	29.5	15.5
English Proficiency								
Limited English proficient	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	187	100.0	13.3	57.2	17.8	11.7	29.4	15.5
Socio-Economic Status								
Subsidized meals	109	100.0	20.4	56.3	15.5	7.8	23.3	15.5
Full-pay meals	81	100.0	3.8	58.8	21.3	16.3	37.5	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	62	N/A	25.8	43.5	29.0	1.6	30.6
	Grade 4	63	N/A	1.6	49.2	49.2	N/A	49.2
	Grade 5	61	N/A	13.6	54.2	32.2	N/A	32.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	63	100.0	23.3	31.7	41.7	3.3	45.0
	Grade 4	64	100.0	22.6	48.4	27.4	1.6	29.0
	Grade 5	63	100.0	16.4	49.2	32.8	1.6	34.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	62	N/A	33.9	43.5	17.7	4.8	22.6
	Grade 4	63	N/A	12.7	36.5	34.9	15.9	50.8
	Grade 5	61	N/A	27.1	52.5	16.9	3.4	20.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	63	100.0	18.3	40.0	20.0	21.7	41.7
	Grade 4	64	100.0	9.7	67.7	12.9	9.7	22.6
	Grade 5	63	100.0	11.5	63.9	21.3	3.3	24.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 360)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	2.0%	Up from 1.4%	3.1%	2.4%
Attendance rate	96.5%	Down from 96.9%	95.9%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	11.7%	Down from 16.5%	15.9%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	8.0%	Down from 8.9%	8.7%	8.0%
Older than usual for grade	0.3%	Down from 0.8%	1.0%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 30)				
Teachers with advanced degrees	70.0%	Down from 77.8%	45.8%	50.0%
Continuing contract teachers	90.0%	Down from 92.6%	87.5%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	91.5%	Down from 92.6%	87.7%	86.2%
Teacher attendance rate	97.1%	Up from 95.9%	95.2%	95.3%
Average teacher salary	\$46,801	Down 1.5%	\$39,638	\$39,909
Prof. development days/teacher	9.3 days	Down from 13.9 days	10.9 days	11.4 days

School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio	18.2 to 1	Down from 21.1 to 1	19.3 to 1	18.9 to 1
Prime instructional time	92.8%	Up from 92.2%	89.8%	89.7%
Dollars spent per pupil*	\$7,918	Up 3.1%	\$5,718	\$5,892
Percent spent on teacher salaries*	58.8%	Up from 56.6%	66.4%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Pacolet Elementary School had a successful 2002-2003 school year. The 21st Century Community Learning Center Grant provided an opportunity for an extended day program to all students in grades 3-5. Academic needs were addressed Monday through Wednesday. Enrichment activities were provided on Thursday and Friday. An accelerated component was also included. Academic assistance was also provided for students in grade 2 identified as most in need.

The school theme, Read and Write Across America, enhanced student interest in reading and writing. Students read over 34,000 books and earned 21,637 points in the Accelerated Reader program. They earned pins to attach to red, white, and blue caps. Students wrote across the curriculum and at all grade levels. Students in grades 3-5 filled portfolios with their writings in the fully equipped student-writing center, Author's Arena, made possible by an EIA Unit Grant.

Students excelled in their use of technology. Students used Kidspiration and Inspiration software to create Thinking Maps. Students used Microsoft PowerPoint, Microsoft Word, and Microsoft Excel to enhance projects across the curriculum. Fifth grade students created web pages using Microsoft Word. Exceptional projects are posted on the school's website.

Phase Two of an outdoor learning space was completed as a result of grants from the Harry Hampton Memorial Wildlife Fund and the PTA. This area provides places where science standards can be seen, heard, touched, tasted and smelled. It also provides a pleasant environment for many other learning activities.

Parents were involved as evidenced by 100% participation in two scheduled parent-teacher conferences. An active PTA financed Accelerated Reader incentives and pavers for the outdoor learning space. One business partner provided stone for planters to enhance the appearance of the school entrance. Another partner's employees continued as mentors to third grade students, and town government officials provided field trip opportunities. Over one hundred volunteers contributed significantly, logging over 3,000 hours.

We were especially pleased to receive the Red Carpet School designation. This affirms our efforts to be a "user friendly" school.

We are proud of this year's accomplishments!
Martha P. Thomason, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.